Study of Parents' Identity Construction Based on Appraisal Theory

Hongya Fan[1, a], Tingting Liu[2, b]

[1] School of Foreign Languages, Shanxi University, Shanxi, China

[2] School of Foreign Languages, Shanxi University, Shanxi, China

[a] hyfan@sxu.edu.cn, [b] 2317083569@qq.com

Abstract

The discursive practices between family members convey important pragmatic meanings. This study takes attitude resources in Martin's Appraisal Theory as the theoretical framework and uses daily parent-child conversations as the source of corpus to analyze the distribution of different evaluation resources in the communication between parents and children and to discover the personal identities parents construct. The results show that affect resources in parents' discursive practices takes highest frequency, while the appreciation resources of the lowest frequency. In addition, parents construct three different aspects of their personal identities: personality, stance and relation identities with the appraisal system. The study aims to improve identity management of family members so as to provide pragmatic solutions to the existing problems in parent-child communication.

Keywords

Appraisal theory, Identity construction, Parent-Child communication.

1. Introduction

Family is a place where daily conversation between parents and children occur frequently. Though the discursive practices between family members convey important interpersonal meanings, the research on family discourse is often ignored (Tannen, Kendall & Gordon 2007). In the daily life communication, family members especially parents always use certain discursive practices to judge and evaluate their children's words or behaviors. Martin put forward Appraisal Theory in 1990s, which is based on Halliday's Systemic Functional Linguistics. The Appraisal Theory studies how individuals use language to evaluate things and take a stand. According to Martin, Appraisal Theory contains three subsystems: attitude, engagement and graduation. And Martin points out that the attitude system is the core of these three subsystems. Because parent-child evaluation are everywhere, it is meaningful to systematically study the attitude resources used by parents in daily parent-child conversations.

Identity has always been the focus of scholars in the fields of communication sociology, social psychology and so on. In recent years, the theory of identity construction has been widely discussed in conversation analysis, discourse analysis and pragmatics. Identity refers to the role a person plays in society. A person may have many identities in his own life, such as a father, a husband, a worker, a teacher and so on. All these identities can only be activated in different contexts. Tracy and Robles (2013) explains identity from two point of views. The one is culture perspective, which shows identity is stable, preexisting and unchanging before people engage in communication. The other is rhetorical perspective, it points out identity is dynamic. And identity construction is a process of achieving some communication purposes. From different perspectives, some scholars have analyzed the identity of parents' discourse in family films such as *A Little Reunion, A little Red Flower* etc (Yang Xianju & Guo Xinxin, 2021). However, there

are few researches on the identity construction of parents' attitude resources toward children based on Appraisal Theory, let alone the corpus is under natural conditions in Chinese context. According to the above description, this study focuses on daily conversations between parents and children in Chinese context, and taking the attitude system of Appraisal Theory as the theoretical framework to explore the different attitude resources used by parents and the parental identity constructed by these attitude resources in daily conversations between parents and their children. This study aims to improve family members' awareness of interactive discourse management and identity management, which offers enlightenment for promoting parent-child communication and constructing harmonious socialist family.

2. Literature Review

2.1. Studies Related to Appraisal Theory

Appraisal Theory is developed on the basis of Systemic Functional Linguistics. Martins' first work on Appraisal Theory is in the early 1990s. His paper *Beyond Exchange: Appraisal Theory in English* comes out in 2000, bringing Appraisal Theory to the world. Feez and White (1994) illustrate that news reports mainly show the development process of some events, and these reports present the opinion and emotion of the news reporters. Martin (2000) stresses the importance of interpersonal emotions. And he points out that many studies on the interpersonal system has changed from inter-subjectivity to subjectivity, aiming to emphasize the importance of appraisal research on personal emotions. White (2000, 2001) has analyzed small news reports of the same type, and focuses on the semantics of attitude, evaluation and inter-subjectivity stance, which has a profound impact on the development of Appraisal Theory. Martin and Rose (2003) study the nature of the discourse interaction under the framework of Appraisal Theory. Martin and White (2005) in their book *The Language of Evaluation-Appraisal in English* have explained the construction of Appraisal Theory, and introduced the subsystems of Appraisal Theory, dividing it into attitude resources, judgement resources and graduation resources. Besides, they believe that the study of traditional Systemic Functional Linguistics focuses on the study on the grammar of short sentences. To complete the Systemic Functional Linguistics, Chilton (2004) expands the short sentences into long sentences, stressing the study of semantics. At the same time, he also expands appreciation into the context of discourse analysis. White (2012) makes a contrast study between French and English translation, in order to extend the judgement resources. According to Halliday and Matthiessen (2004), they point out interpersonal function is mainly realized through the affect system. Affect system include personal emotion, and some words and phrases can also convey emotion.

Wang Zhenhua (2001) is the first person who introduces the Appraisal Theory into China. And he explains the basic contents of this framework. Li Zhanzi (2004) proposes semantics modals of the interpersonal meanings from cognitive, evaluation and interactive perspectives. He thinks it is White who first applies Appraisal Theory to discourse analysis. Li Shizhu (2007) suggests that the evaluation criteria should be incorporated into the Appraisal Theory, and the appraisal system should be regarded as a discourse resource including four subsystems of attitude, engagement, graduation and evaluation criteria. Huang Guowen (2010) thinks that researchers should view the language as a system, and they also should make out the meanings of the language. If not, they will not understand the communication functions these language express. Zhang Lin (2014) discusses the semantic domain constructed in the Chinese ethnic publicity film based on the framework of Appraisal Theory, and explains how the semantic rhyme running through the text helps the film to achieve the purpose of communication. Its main theoretical framework is based on the Appraisal Theory, and also combines the analysis of semantic and rhythmic structure to study the interpersonal significance of the commentary text of Chinese national propaganda, aiming to explore the rhythm of the text constructed by

the text, realize its communicative purpose and let the overseas public understand a real and positive image of China. Li Xiaqing (2016) systematically analyzes several English songs based on attitudes in the Appraisal Theory. By analyzing the attitude and the distribution characteristics of resources in the discourse, it aims to find the linguistic characteristics of the English discourse, so that the readers can better understand the emotions expressed by the songwriters and the importance of the attitude of Appraisal Theory in constructing the interpersonal relationship between the songwriter and the readers. Ding Ailian (2017) based on Appraisal Theory, explains and analyzes the attitude resources in Obama's speech, and finds that President Obama used affect, judgment and appreciation resources to rebuild public confidence, reduce hostility, call on the national unity of the public. Dong Tian (2018) analyzes and compares the distribution of attitude resources in the English translation of Li Bai's poem *Long Gan Line*. By selecting two classical English versions of Chinese poetry translated by Ezapond and Xu Yuanchong, she finds the differences and similarities between the two translated versions. In addition, the author also explores the reasons for the differences in attitude resources in the translation version, and shows the applicability of the Appraisal Theory in the comparative study of Chinese-English poetry by revealing the differences in attitude resources. Chen Jun and Zhang Jie (2020) study the Queen's 2019 Christmas speech from both quantitative and qualitative aspects based on Martin's positive discourse analysis. The study finds that the positive words of this speech realize three communicative functions: express festive congratulations, make the royal family closer to the people, and maintain national unity and social stability. Wang Lulu (2022) explains Appraisal Theory and makes a comparative analysis of the attitude resources of news reports in China and the United States in 2020. There are ideological differences between mainstream media in China and the US in shaping China's national image.

2.2.   Studies on Identity and Identity Construction

Identity plays a very important role in people's life, the study of which experiences multi-stage development and multi-disciplinary turn. The philosophical origin of identity construction is mainly reflected in Kant's philosophy, the constructivist historical view of Hegel (1979), the genetic epistemology of Piaget (1987), and the cognitive structure theory of Bruner (1997), which greatly promote the development of constructivism. Constructivism believes that everything is constructed, and the process of construction is mainly realized through human language communication. As the philosophical basis of identity construction, Shotter (1993) points out that identity construction is a process of continuous correction of self-definition and self-construction. In the field of social psychology, Goffman (1959) defines identity as the self-existence of a specific group, with its community influence. Brewer and Gardner (1996) distinguish three representations of identity: individual representation, interpersonal representation and group representation, and correspond them to individual identity, interpersonal identity and group identity. Bucholtz and Hall (2005) believes that identity is a place that communicators choose for themselves and others. Besides, many sociologists have thoroughly analyzed the relationship between identity and social context, which shows that the use of language reflects a person's identity (Labov, 1966; Stryker, 1980; Zimmerman, 1998; Gu Xiaojuan & Li Yi, 2007). Tajfel and Turner (1986) put forward the "Theory of social Identity", and point out that social identity is a high degree of recognition of individuals to the group. Thus, language plays an indispensable role in constructing individual identity and social identity. Kroskrity (2002) points out that identity is constructed by linguists of different social groups. He believes that the identity construction analysis can not be conducted without language, which highlights the importance of language in the identity construction. Simon (2004) proposes the self-orientation pattern of identity, which reveals the dynamics of identity characteristics. Richards (2006) shows how the orientation of different aspects of identity produces completely different interaction patterns in teacher and student dialogues. John and

Lim (2010), with the help of identity construction theory, highlight the formation of teachers' identity. At the end of the 20th century, the linguistic academicians forms a discourse shift of identity research. They believe that identity is the product of discourse, which is dynamic and constantly changing, and can be constructed through discursive practices (Fan Hongya & Song Rui, 2021). What's more, in the field of pragmatics, many classical theories also reflect the constructivist identity views, such as Austin's Speech Act Theory, Leech's Politeness Principle, Levinson's Face Theory and Verschueren's Compliance Theory and so on. To some extent, the choice of relevant discursive practices reflect the prototype of identity in the process of communication. Halliday (1994), from the perspective of Systemic Functional Linguistics, explains that the interpersonal function can reflect one's status and intentions. Tracy and Robles (2013) explains the relationship between identity and discursive practices. And they divide it into two perspectives: the cultural perspective and the rhetorical perspective. The cultural perspective defines identity as the social attributes that people have before entering communication, such as age, gender, race, nationality, etc. While the rhetorical perspective thinks identity is constructed by the verbal interaction between the two sides in the current communicative activities, which aims to achieve certain communicative intentions. In addition, they also classify identity into master identity, interactive identity, and personal identity. Master identity refers to one's stable attributes and they are difficult to change. Interactive identity is the identity in which people interact with others in a specific context. Personal identity includes personal qualities and characteristics (such as serious, friendly, rude, etc.), or their relationship with others and their attitude and stance toward others. From the perspective of interpersonal pragmatics, Yuan Zhoumin (2013) points out that identity construction should be studied from different theoretical perspectives, which is conducive to enriching the research on identity construction. Chen Xinren (2013) proposes the pragmatic identity, who believes that the construction of pragmatic identity depends on a certain communicative context. Duan Limin (2017) explains the pragmatic ways of identity construction in institutional discourse and explores how people achieve their communicative purposes through identity construction. And later, Chen Xinren (2018) has formed a new discourse analysis framework based on Tracy's discursive practices classification, which provides a theoretical basis for subsequent researchers to study discursive practice and identity construction. Azadeh and Haddad (2020) focus on the status of identity in language learning. The findings suggest a positive change in participants' personal and second language identity. So teachers and educators should know that language is a key factor in shaping identity, and identity is a sense of self-belonging. Seyri and Abbas Ali (2022) conduct a research on the online identity development of doctoral students. The study has important implications for the recognition of the importance of promoting the transition from face-to-face to online environments. In recent years, the empirical research on identity construction has achieved fruitful results, and mostly appears in institutional discourse. For example, Classroom Discourse (Liu Di, Wang Xueyu, 2021), Academic Discourse (Ren Yuxin, 2016), Trial Discourse (Duan Limin, 2018), Speech Discourse (Cheng Yan, 2018), Medical Discourse (Yuan Zhoumin, Chen Xinren, 2011; 2013; Zhang Meiqi, 2022), News Discourse (Yao Meng, 2018) etc. In addition, Bi Xiaoyi and other scholars (2020) discuss how hosts use different kinds of teasing strategies to build their professional identities in reality shows. Zou Yun (2022) studies the identity construction of feminism in Xi Fu Hui with the Speech Act Theory proposed by Searle, which provides a new research perspective for future study.

2.3. Previous Studies of Identity in Appraisal Theory

Hu Xixi (2015) takes city inspectors as a example, and studies how media discourse constructs the identity of city inspectors through language and influences social relations from the perspective of Appraisal Theory. The study finds out the application characteristics of attitude resources constructing the multiple identities of city inspectors. Its significance lies in how

news media can better use language to express their attitudes and provide appreciation when writing news reports and commenting on news events in the future, which is conducive to readers to recognize the facts and restore the truth. Wu Yanjun (2015) takes the Appraisal Theory as the analytical framework to analyze and discuss how the five fathers in the program constructed their paternity identities. The study shows that the five fathers build their fatherhood by evaluating their children and other relevant people. Sun Dan (2017) analyzes the discourse of the mentor of talent shows, and finds the distribution of different evaluation resources and interprets the relationship between them and the construction of mentors' identities. Cao Chunyan (2017) analyzes Xi Jinping's speech on the 70th anniversary of the victory of the world's Anti-Fascist War. The speech mainly uses attitude resources, appreciation resources and graduation resources. Song Haijuan (2019), from the perspective of Appraisal Theory, analyzes the discourse construction of national identity, taking the speeches of the Asian Infrastructure Investment Bank and the World Bank as an example. Through the analysis and comparison of the official speeches, the national identity is constructed by their respective discourse. Cheng Xi (2017) takes the discourse in the classic film Twelve Angry Men as the corpus and explains how characters' identity is constructed through the judgement resources. It is found that the identity of specific characters presents distinct features, and the distribution of judgement resources is also different , which proves that judgement resource analysis plays an important role in interpreting the construction of the identity of specific characters, and also can help the audience to appreciate the film from a new perspective. Li Xueqing and Liu Jiaqi (2022) have made an in-depth study on the identity construction of network buzzwords from the perspective of positive discourse analysis, in order to help people find the positive meaning and the different social group identities reflected. He Xin (2022) takes the theoretical framework of Appraisal Theory to make a comparative study of the identity construction of candidates in the 2020 US presidential debate. The results show that both candidates prefer the evaluation resources most, and both use the most value resources in the appreciation subcategories.

2.4. Summary

Although there have been many studies on the Appraisal Theory and Identity construction, some gaps still remain: Firstly, from the different aspects of Appraisal Theory, many researchers mainly take the poem, news report and the comparative study of translation versions as the study corpus, analyzing the distribution of different systems in them. while there is little analysis of parent-child communication based on Appraisal Theory. Secondly, there are many scholars who have studied the different group's identities by adopting the methods of conversation analysis and ethnography. In addition, they also conduct a lot of research on identity and identity construction from different perspectives, such as social psychology, sociology and linguistics. Thirdly, as for the study of Appraisal Theory in identity construction, some scholars mainly focus on the identity construction of the nation, mentor and so on. Besides, some studies about family discourse focus on interpersonal pragmatics, and the corpus only comes from the parent-child dialogue in domestic TV dramas (Yang Xianju, 2021). Hence there is no generalization to the corpus of family dialogues that occur under natural conditions. In other words, there have been few studies on the combination of both parents' identity construction and Appraisal Theory. Therefore, this study mainly focuses on the parent-child discursive practices that occur under natural environment, and analyzes the parents' identity from the attitude system of Appraisal Theory. It can not only provide a new research perspective on identity, but also contribute to a better understanding of Appraisal Theory.

3.　Theoretical Framework

Appraisal Theory is the extension of the interpersonal function of Halliday's SFL Theory, but it is not the only way to analyze the value of language. Martin and White (2005) point out that people use appraisal resources to express their attitude and negotiate relationship. They divide the Appraisal Theory into three subsystems: attitude, engagement and graduation. The engagement system includes two parts: self and speech, which is a deeper study of attitude system. And the graduation system also includes two parts: language potential and focus, which mainly focus on the increase, decrease and change of attitude. The attitude system refers to the speaker's assessment of things and others, or their feelings toward others, which consists of three subsystems: affect, judgment and appreciation. The affect system refers to how the speaker expresses their feelings in two general ways: negative or positive, direct or indirect. That is to say, the expression of emotion can be happy or sad. In addition, it also can be represented in both direct and indirect ways. For example, people can express their emotion directly, and can also express their emotional attitude through paralinguistic features, such as gestures and eye contacts, etc. A judgment system refers to judging the behavior of language users according to ethical standards. The judgment system can be divided into social esteem and social sanction. These two angles can also be classified as positive or negative, direct or indirect. Social esteem refers to the comment of people's behavior, and social sanction means whether people's social behaviors conform to moral norms, and such judgments also can be negative or positive. Appreciation system refers to the speakers' appreciative attitude towards different types of things, which includes relationship, quality of life or even some network symbols. Above all, on the one hand, attitude has positive and negative attitude. On the other hand, attitude always is implicit, but sometimes it can be explicit. This study only analyzes and studies the construction of parents' identity in parent-child daily conversation from the attitude system of Appraisal Theory, and the following is the detailed classification of attitude system:
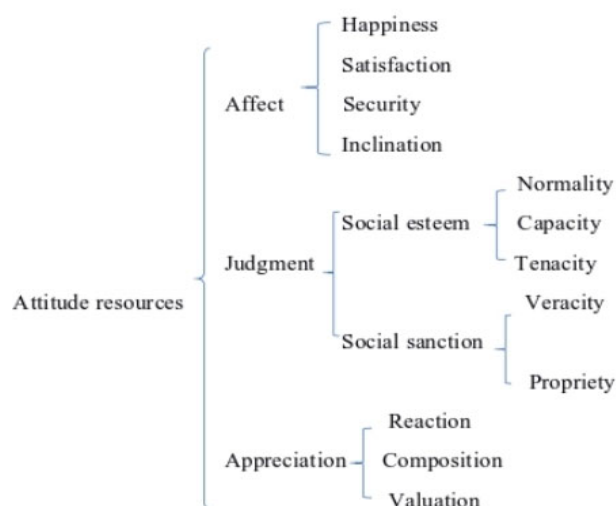

Figure 1. Attitude Resources (Martin & White, 2005)

4.　Research Questions and Methodology

This paper uses both quantitative and qualitative research methods. All the corpus of this study is derived from five primary and secondary schools in the local city. These five schools in this city have established long-term home and school communication and cooperation relations with other primary and secondary schools in China, which often hold some parent-child

communication activities to facilitate understanding of the problems in parent-child communication, and promote the integration of home and school so as to jointly help the healthy growth of children. Using the participant-observation method, the author establishes a good relationship with the parents by participating in the activities of the five primary and middle schools, and records the adolescent (10-15) family dialogue under natural conditions. 110 valid recordings are collected for a total duration of 20 hours, 32 minutes and 16 seconds. Given the privacy of the corpus, the use of the corpus in this study is approved by both parents and adolescents. In addition, all corpus transcription strictly follows the Gail Jefferson (1984) transliteration specification. In addition, this paper aims to explore the distribution status of the attitude resources, and the identities of parents constructed using these three attitude subsystems. So the research questions in this paper are as follows:

(1) What is the distribution state of the attitude resources used by parents?

(2) What personal identities do parents construct by using these attitude resources?

(3) What is the pragmatic meaning of these identities?

5. Research Findings and Analysis

5.1. Research Findings

The collected 110 valid parent-child corpus are converted into text, and then place it under the Nvivo software for encoding one by one. The result is shown as follows:
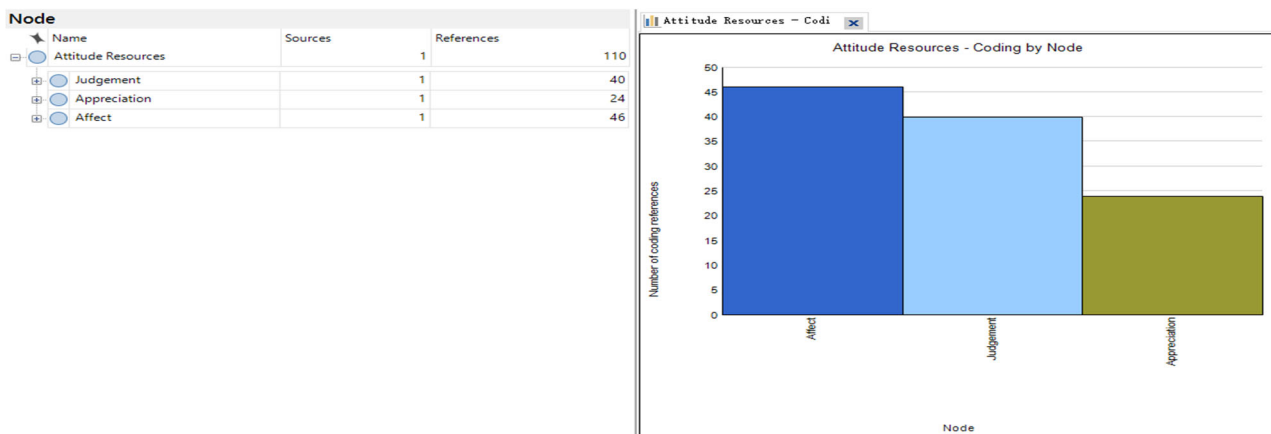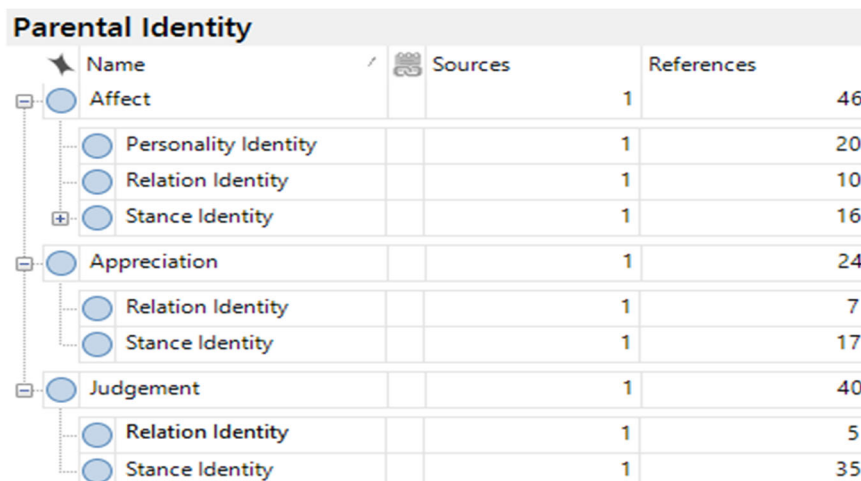

Figure 2. Statistics of Attitude Distribution

Figure 3. The Distribution of Parental Identity Constructed by Attitude Resources

From Figure 2, it can be found that the affect resources are of great significance to the whole attitude resources. In the total of the attitude resources, as we can see from the above graphs, affect resources take the highest frequency, accounting for 41.8%. Judgement resources account for 36.4%, and appreciation resources account for 21.8%. That is to say, in the parent-child conversations, parents prefer to use affect resources, but relatively less of appreciation resources. In addition, based on the data in Figure 3, it can be concluded that different attitude resources construct different kinds of parental identities respectively. According to Figure 3, the proportion of parental identity are quite uneven. Parents construct three different aspects of their personal identities through the use of affect resources, and among them, personality identity takes the largest proportion, accounting for 18.2%. And stance identity accounts for 14.5%, while the relation identity takes the lowest proportion which accounts for only 9.1%. What's more, parents construct two different aspects of their personal identities through the use of judgement resources. And the stance identity accounts for 31.8%, while relation identity accounts for 4.5%. Besides, by using appreciation resources, parents also construct two different aspects of their personal identities, namely, stance and relation identity, which account for 15.5% and 6.3% respectively. Next, Identity analysis combined with specific examples is performed as below.

5.2. Identity Analysis

One way for parents to achieve their communicative purposes is to construct their personal identity through the use of different subsystems of attitude resources. Therefore, on the basis of the analysis above, it can be found that different subsystems of attitude resources respectively construct personality, stance and relation identities. And then we will specifically analyze how these identities are constructed based on attitude resources.

(1) Personality Identity

The personality identity means that parents show their character by using attitude resources to construct their relevant identity. The following is the conversation between the mother and the child. The breakfast was ready, and the mother made the eggs and milk.

Example1:

01 *Child: I don't like eggs. Milk doesn't taste good.*

02 *Mom: You always so picky (.) I hate you to death.*

03 *Child: I won't eat it.*

04 *Mom: If you like it, you should eat (.) If not, do not eat, pull down (.) Be hungry.*

In the Appraisal Theory, the attitude system is the central system. Affect system as a part of the attitude system, it refers to the human expression of their emotions. From the above conversations between the mother and the child, the mother mainly uses adverbs, verbs and other forms to express her negative affection toward her child, and also shows her dissatisfaction to the child's behavior. When the child expresses that he does not like to eat eggs and milk, the mother uses "always so", "hate" and other emotional expressions to evaluate him. To some extent, by using these negative expressions, the mother aims to criticize the child's picky eating habits. Therefore, some typical discursive practices like "always like this", "picky", "do not eat, pull down" and so on show her personality as being serious , which constructs herself as a serious mother. This type of identity is not conducive to the harmonious development of the family, and is not conducive to the construction of a good parent-child relationship, which will make the relationship between parents and children more and more distant (Spencer-Oatley, 2000; 2008).

Example2:

Context: The child fights with his classmates, and the parents are called to school by the teacher and then criticized. On the way home:

01 *Kid: Mom.*

02 *Mom: Don't call me mom (.) I'm not your mother (.) I have no such "excellent" child.*

03 *Dad: I found that you are so impulsive, do things too rudely.*

04 *Mom: Go back tonight and reflect on it. You don't have to eat anymore.*

From the above example, it can be found that the mother uses adjectives and verbs conveying her negative emotion to express her extreme dissatisfaction with the child's behavior. For example, the mother expresses that "I have no such excellent child". The "excellent" in this sentence is not the literal sense of being "excellent", but the incorrect behavior of the child with the affection of blame and irony. And then, the father uses "impulsive", "rudely" and other negative words to express his dissatisfaction with the child's bad behaviour. Such expressions deny the child's behavior as being incorrect and inappropriate. The father and mother's repeated criticism and the extremely dissatisfied emotional attitude foreshadow the mother's expression of "go back tonight to reflect, do not eat" . Through the negative evaluation and negation of their child's behavior, parents construct the personality identity of being serious and strict.

(2) Stance Identity

Stance identity is the identity parents constructed when they use attitude resources to express their attitudes and stance.

Example 3:

The following example occurs in the shopping mall:

01 *Mom: Babe, you really look good in this dress.*

02 *Child: Is it so? But I don't like it. I want that one.*

03 *Mom: Yes (.) Whatever you like is OK.*

04 *Child: This is beautiful. I want this one.*

05 *Mom: Babe, you've got good taste. If you like it, we buy it.*

From this example, it can be found that any request from the child will be unconditionally satisfied by the mother. When the child wants to buy this or want to buy that, the mother does not stop the child's unreasonable behavior, but instead expresses her encouraging and supportive stance. The mother's frequent use of "good-looking", "good taste", "baby" and so on expresses her positive stance towards the child. At the same time, through such appreciative expressions like "good-looking", the mother expresses her doting emotional attitude towards the child, and unconditionally support the child's many unreasonable behaviors. At the moment, the mother constructs a permissive identity as her stance. In the mother's consciousness, there are no rules for the children, and no rules are made. So this is the reason why when the child is irrational, the mother unconditionally satisfies the child's unreasonable behavior.

(3) Relation Identity

Relation identity refers to the identity constructed by parents to express their relationship with their children through the use of attitude resources.

Example 4：

Context: Mother greets the children to eat:

01 Mom: *It's time to eat. Mom made your favorite chicken curry and rice. Come and have a taste of it.*

02 Child: *Mom, I'm watching TV.*

03 Mom: *Ok, do you want to watch this episode all?*

04 Child: *Yes.*

05 Mom: *Good boy, you are very honest (.) Very trustworthy. When you finish watching, mom and dad will be waiting for you to eat together.*

06 Child: *Ok, thanks, mom.*

In this example, the mother talks with the child in the tone of discussion. In this process, the mother expresses the positive judgment of the child's behavior of watching the TV series through the discursive practices of "*do you want to finish it*", "*good boy, you are very honest*" and so on. The mother shows her love to the child through "*good boy*" and "*Mom made you your favorite curry and rice*". In this case, the mother has discussed the rules with the child in the image of a negotiable friend, and they enjoy equal relational identity. Therefore, through this way, the mother constructs a equal relationship with the child. This type of parents' identity is conducive to better communication between parents and children, narrowing the emotional distance between parents and children, and is a way of family communication worth advocating. It is not only conducive to parents to better understand their children, children to better walk into their parents, but also help to build a harmonious family relationship.

6. Conclusion

Under the Appraisal Theory, this paper takes the daily parent-child communication conversation as an example to count the distribution states of three subsystems used by parents and analyzes how parents construct personality, stance and relation identities through the use of affect, judgment and appreciation systems in the attitude resources. According to the data of Figure 2 and 3, the result shows that in parent-child conversations, parents prefer to use affect resources to express their emotions, so it takes the highest frequency. While they are less likely to use appreciation resources to express their opinions, so it takes the lowest frequency. In addition, it can be found that stance identity accounts for 61.8% in total, which is constructed by parents through the use of three subsystems. Besides, relation identity accounts for 19.9%, which is constructed by parents through the use of judgement and appreciation resources. As for personality identity, which only accounts for 18.2%, because it is constructed by parents through the use of affect resources. Therefore, it is necessary to explain the pragmatic meaning of these identities. First of all, the personality identities constructed by parents will cause their children to go to two extremes, either extremely rebellious or obedient. This type of parents often blame their children for not having rules, do not obey the rules and regulations, which will cause their children to worry and to be lack of confidence. This way of communication will make children alienate their parents, which is not conducive to the harmonious family communication, and is not conducive to the formation of a good parent-child relationship (Wang Keyuan, 2015). And then, the stance identity of parents seem to cast them to love their children, which is actually an unhealthy kind of interdependence and will lead to irresponsible children who do not follow rules and do whatever they want. At the same time, it will also lead to children to form an impulsive and aggressive personality. This type of parents will indulge their children to do whatever they want, which is not conducive to the healthy growth of their children. At last, the relation identity of parents is a positive way of guiding their children, and they communicate with their children as equal friends. Children have a sense of cooperation and responsibility. Such children are confident, optimistic, and friendly. Therefore, the parents' relation identity is more conducive to the formation of a good parent-child relationship, making the distance between parents and children closer, which is not only conducive to the physical and mental health development of teenagers, but also conducive to promoting good parent-child communication and promoting family harmony (Ran Yongping, 2004). However, this paper also has some limitations. The corpus we built for this study needs to be expanded, and some social variables (parents' occupation, age, personality, etc.)need to be taken into consideration in the process of data collection and analysis, which offers space for future academic endeavour in this field.

References

[1] J. R. Martin: Beyond Exchange: Appraisal Systems in English (Oxford University Press, 2000).

[2] S. Feez, P. R. R.White: Media Literacy (Sydney: Metropolitan East Disadvantage Schools Program, 1994).

[3] P. R. R.White: Appraisal: the Language of Evaluation and Intersubjective Stance (Received Mar12, 2020, from https://www.grannatics.com/appraisal, 2001).

[4] J. R. Martin, D. Rose: Working with Discourse Meaning Beyond the Clause (London: Continuum, 2003).

[5] J. R. Martin, P. R. R. White: The Language of Evaluation: Appraisal in English (Chippenhan: Antony Rowe Ltd, 2005).

[6] P. Chilton: Analyzing Political Discourse: Theory and Practice (London & New York: Routledge, 2004).

[7] P. R. R.White: Translational Commencer Ability and Linguistic Relativity, Attitudinal Meaning, (2012), No. 21 (2), p. 55-171.

[8] M. A. K. Halliday, C. M. I. M. Matthiessen : An Introduction to Functional Grammar (London: Arnold, 2004).

[9] Z. Z. Li: Appraisal Theory: Its Application and Problems in Discourse Analysis, Foreign Language Studies, (2004) No.5,   p. 1-6 + 80.

[10] S. Z. Liu, J. L. Han: The Appraisal System of News Discourse, Audio-visual teaching of foreign languages, (2004) No.4, p. 17-21.

[11] G. W. Huang: Text Analysis and the Construction of Systemic Functional Linguistics Theory, Foreign Language and Foreign Language Teaching, (2010) No.5, p. 1-4.

[12] X. Q. Li: An Analysis of English Song Discourse from the Perspective of Appraisal Theory, Journal of Language Teaching and Research, (2016) No.7 (3).

[13] T. Dong, X. Lin: The Comparative Analysis on the River-Merchant's Wife: A Letter and Its Translations from the Perspective of Appraisal Theory, International Journal of Comparative Literature and Translation Studies, (2018) No.6 (1).

[14] L. L. Wang: Comparative Analysis of Attitude Resources in Chinese and American News Reports on 2022 China's Session from the Perspective of Appraisal Theory, International Journal of Social Science and Education Research, (2022) No.5 (4).

[15] X. Hao: A Comparative Study on the Construction of Candidate Identities in the 2020 US Presidential Debate from the Perspective of Appraisal Theory (MS, Northeast Normal University, China 2022).

[16] J.Shotter: Conversational Realities: Constructing Life through Language, Studies in Second Language Acquistion, (1993) No.17 (1), p. 94.

[17] E. Goffman: The Presentation of Self in Everyday Life (Garden City, NY: Doubleday, 1959).

[18] H. Tajfel, J. C. Turner: The Social Identity Theory of Intergroup Behavior, In: Worchel S, Austion W(eds). Psychology of Intergroup Relations, Chicago: Nelson-Hall, (1986) p. 7-24.

[19] D. H. Zimmerman: Identity, Context and Interaction (In: Antaki C, Widdicombe S. Identities in talk, London 1998).

[20] P. Kroskrty: Identity, Journal of Linguistic Anthropology, (2002) No. 9, p. 11-111.

[21] B. Simon: Identity in Morden Society: A Social Psychological Perspective (Blackwell Oxford, 2004).

[22] K.   Halliday: Language as Social Semiotic: The Social Interpretation of Language and Meaning (London: Edward Arnold, 1994).

[23] Tracy, Robles: Everyday Talk: Building and Reflecting Identities (New York: The guilford Press, 2013).

[24] Z. M. Yuan: A Review of Applied Research on Identity Construction, Shandong Foreign Language Teaching, (2013) No. (02), P. 38-43.

[25] X. R. Chen: Identity and Communication from the Perspective of Pragmatics (Beijing Higher Education Press, 2013).

[26] L. M. Duan: A Study on Pragmatic Ways of Identity Construction Based on Institutional Discourse (Ph.D., Beijing Foreign Studies University, China 2017).

[27] Y. Zou: Pragmatic Identity Construction of Female Discourse in Joy Luck Club from the Perspective of Speech Act Theory (MS, Jilin University, China 2022).

[28] X. X. Hu: Discourse Construction of Identity from the Perspective of Appraisal Theoretical Attitude System (MS, Zhejiang Normal University, China 2015).

[29] Y. J.Wu: Discourse Construction of Father's Multiple Identities from the Perspective of Appraisal Theory (MS, Zhejiang Normal University, China 2015).

[30] D. Sun: A Study on the Identity Construction of Talent Show Based on Appraisal Theory (MS, Guangxi University, China 2017).

[31] H. J. Song: Discourse Construction of National Identity from the Perspective of Appraisal Theory (MS, Beijing Jiaotong University, China 2017).

[32] X. J. Yang: A Study on Parents' Discursive Practices and Pragmatic Identity Construction in Family Education Discourse, Foreign Language Studies, (2021) No. 2, p. 43-49.